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ABSTRACT

An analysis was conducted of state policies concerning the identification of gifted students, especially those traditionally underserved (the culturally diverse, economically disadvantaged, and students with disabilities). Content analysis of each state's documents focused on six major areas: (1) legislation, (2) definitions of "gifted," (3) standard identification practices, (4) nonstandard identification practices, (5) due process and grievance procedures, and (6) specific references to gifted students from special populations. The analysis revealed that a range of attention is being given to these special populations and that state policies tend to be permissive and inclusive regarding identification and services. Some states have developed communication, recruitment, and child-find strategies to increase public awareness. Forty-three states have screening policies to locate gifted students. Formal identification strategies often rely on the use of multiple criteria. In their identification processes, 46 states incorporate outside-of-school activities; 43 include measures of creativity; and many states permit input from teachers, parents, students, and others. Forty states specifically mention culturally diverse gifted students, and 40 mention economically disadvantaged children. Students with learning disabilities are addressed by 40 states, and students with sensory and physical disabilities are mentioned by 36 states. Appended are the content analysis matrix and guidelines. (DB)

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Gifted Education Policy Studies Program

Updated Report on State Policies Related to the Identification of Gifted Students

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EC 303295

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UPDATED REPORT ON STATE POLICIES RELATED TO THE IDENTIFICATION OF GIFTED STUDENTS

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April, 1994

This research was conducted by the Gifted Education Policy Studies Program at the University of North Carolina at Chapel Hill. The views expressed in this report are those of the authors. These views are not necessarily shared by the U.S. Department of Education, nor the Office of Educational Research and Improvement, which provided funding under grant #R206A00596.

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Preface

The following report will serve to update our previous content analysis of the policies of the 50 states relating to the identification of gifted children. During the three years that have passed since the data were initially gathered, there have been many changes in states' policies. This revision better reflects the current status of policies relating to the identification of gifted students from special populations.

Changes in state policies are noted in the text by giving the new number and the direction of the change (+ or -). For example, "44 (+1)" should be interpreted as meaning that 44 states now have this policy, which is one more than in the 1991 report. The graphs and tables reflect the **new** information. The content analysis matrix (Appendix A) shows the **current** state policies. The numbers in cells where changes occurred are shaded to help identify where specific changes in policy were made.

Public policies are not static, and this revision reflects that truth. Because of these ongoing changes, a report such as this will always be in need of an update. Therefore, we encourage you to verify the accuracy of these policies in future use.

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Executive Summary

The Gifted Education Policy Studies Program, under the direction of James J. Gallagher at the Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill, was established to analyze and seek solutions to two major issues with providing full educational services to gifted students. These issues are: (1) state and local policies regarding eligibility for gifted programs for special populations of gifted students (e.g., culturally diverse, disabled, economically disadvantaged); and (2) educational reform efforts (cooperative learning and the middle school movement) that may affect services designed for gifted learners.

In examining the first issue, underserved gifted students, an analysis of existing state policies was conducted to identify specific policy barriers to identification, and to locate states with model policies facilitating the identification of underserved gifted students. Site visits to three states that seem to have policies enabling broader identification of gifted students will be conducted to determine how this goal has been accomplished. As a result of this work, legislative designs will be developed as models for states wishing to address this issue. The following report updates the results of the initial state policy analysis.

State-level policies related to the identification of gifted students from special populations (specifically culturally diverse, economically disadvantaged, and students with disabilities) were reviewed. An analysis of each state's documents was completed, focussing on six major areas: legislation, definitions of "gifted," standard identification practices, nonstandard identification practices, due process and grievance procedures, and specific references to gifted students from special populations. The data from the initial analysis were verified by the state directors of gifted programs.

This analysis revealed that there is a range of attention being given to these special populations of gifted students, and that state policies tend to be permissive and inclusive regarding identification and services. The response to gifted students with diverse needs has take a variety of forms. Some states have developed communication, recruitment, and

child-find strategies to increase public awareness about gifted programs among community members from special populations. Forty-three states have policies on screening to locate gifted students. Screening strategies help to ensure that gifted students from special populations are not overlooked. These strategies can include checking all student files for automatic referral, increasing teacher awareness and expertise in recognizing "non-traditional" gifted students, and using student portfolios and autobiographies.

The formal identification, or placement strategies, often rely on the use of multiple criteria to locate gifted students. Although 49 states include measures of aptitude and ability in their identification strategies, other criteria are often suggested as well. Forty-six states incorporate outside-of-school activities, work samples, or products; 43 include measures of creativity; and many states permit input from teachers, parents, students, and other sources to assist with the decision-making. Additional ideas for placement include the use of child study teams, portfolios, re-testing, alternative criteria, and pre-program trial periods to identify gifted students from diverse backgrounds.

In looking at legislative issues related to gifted students, 33 state have mandates for gifted education that are supported with some level of funding. This funding, however, is only partial funding. Fifteen states have no mandates for the education of gifted students (but do urge it). A state mandate sets the goal of service and thereby permits advocacy groups to work on behalf of students who may be underserved.

In order to get at the heart of the status of the states' policies addressing special populations, the language of the documents was carefully analyzed to see which populations were included. Forty states specifically mention culturally diverse gifted students, and 40 include economically disadvantaged youngsters. Students with learning disabilities were addressed by 40 states, and students with sensory and physical disabilities were mentioned by 36 states. The majority of states have addressed this issue through the development of written policies that call for the recognition, identification, and provision of services to these students.

A number of states have modified their rules and regulations since the 1991 report, a reflection of the volatile nature of educational policy in this era of educational reform. The most changes were made in the liberalization of criteria for identification and the explicit mention of gifted children with disabilities or from cultural minorities. Despite these modifications in three or four states, the basic portrait of the states remained similar to that of two years ago.

The overall findings indicate that state policies do not appear to be preventing full services to special populations. However, demographics on actual programs for gifted students indicate that we have not reached the goal of serving all gifted youngsters. Four possible barriers to full services for gifted students were postulated: lack of local understanding of state policies, fear of overwhelming numbers if identification is "opened," lack of resources to meet increasing and diverse needs, and lack of ownership on the part of individuals from special populations towards programs for gifted students. Further investigation of these issues seems necessary. It is clear that merely placing policies on paper does not, by itself, guarantee that action will be taken.

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Introduction

Educators of gifted students have long been plagued with the difficulty of matching identification practices with actual student abilities. This problem has affected some groups of students more than others (Frasier, 1987; Baldwin, 1987). Students who have often been overlooked by limited identification practices (such as exclusive reliance on intelligence tests) include those from culturally diverse populations or from economically disadvantaged families, and students with disabilities (VanTassel-Baska, Patton, & Prillaman, 1991; Richert, 1991).

This identification dilemma has been addressed by several states through the development of state policies that guide local districts through the process of locating individuals who can be included in programs for gifted students. In this report, we will present the ways state policies have dealt with the identification of gifted students from special populations. This report is an update of the original study completed in January of 1992.

State Policy Analysis

In the original content analysis, state Directors of Gifted Programs were asked to participate in a study of their states' existing policies in order to form a picture of current practices related to the identification of gifted students from special populations (specifically culturally diverse, economically disadvantaged, and disabled). Each state director of gifted education was asked to send documents pertaining to his/her state's practices for identifying students with outstanding gifts and talents. The following types of information were requested:

1. state laws, mandates, regulations, and guidelines related to gifted education.

2. state definition of "gifted" and areas addressed by gifted education.

3. descriptions of identification methods, procedures, and guidelines (including tests used, as well as other identification and screening tools).

4. statements of philosophy and/or goals for gifted education.

5. procedural information on the identification or placement of gifted students who do not meet the standard identification guidelines (alternative identification, due process, etc.).

6. any information dealing specifically with the identification of, and programming for, gifted students who are culturally diverse, economically disadvantaged, disabled, or in some way at risk for non-identification.

All fifty state directors of programs for gifted students responded to this request by sending documents and by cooperating when additional information was requested. In order to get the updated information presented in the current report, we asked the state directors, a year-and-a-half later, to send us information regarding any changes (either made, under way, or planned) in their state's policies. Once again, we had the full cooperation of all fifty states.

Development of the Analytic Matrix

In the original analysis, the documents were reviewed using an information matrix developed to analyze the contents of the policies. This method of research involved the collection of information from primary source documents, which were intended to give official policies. The documents were "interviewed" to gain an understanding of the adopted policies (Bogdan & Biklen, 1982).

The content analysis included questions along these domains: legislation, definitions, standard and non-standard identification, due process, and the identification of special populations. Prior to use, the matrix of state by policy (see Appendix A) was

reviewed and revised by the National Advisory Board for the Gifted Education Policy Studies Program, experts in the field of education for gifted students.

In addition to the review and refinements, the instrument was piloted in five states, and guidelines for its further use were developed (see Appendix B). The guidelines defined terms and provided directions for decision making to ensure consistency in coding choices. A three option coding system was defined and used, as follows:

YES: In order to code as "yes," information must be specifically stated within the documents.

UNCERTAIN: In order to code as "uncertain," information must be inferred but NOT specifically stated, or the question must not be answerable with a clear "yes" or "no" based on the information given.

NO: In order to code as "no," information must be specifically included as a negative, or it cannot be inferred from the information provided.

Content Analysis Procedure

After the development of the matrix and guidelines, the documents from all fifty states were analyzed using the matrix questions. The initial analysis was done by one of the investigators, and a random follow-up analysis of ten states was done by two other staff members to ensure consistency of the findings. This process revealed some difficulties with the interpretation of state policies, and it was decided that a final verification of the analysis data by each state director of programs for gifted students would be needed to ensure accuracy.

Accordingly, each state director was sent the information for his/her state, along with the guidelines for coding. The directors were asked to check the coded responses for accuracy and to note any changes in policy interpretation. On receiving the director's feedback, the documents were re-examined to reconcile any differing interpretations. If

there were any questions of policy intent, the state director was called to discuss the findings with specific reference to the written policies. The updated information was incorporated using similar methods.

Initial Findings

During the analysis of the state documents, information was noted about the actual practices being used to address special populations of gifted students. These practices were clustered around four areas: awareness, screening, formal identification, and program initiatives.

Awareness. Many of the states wished to take steps to alert individuals in these special populations of the availability of programs for gifted students. The specific goal of awareness was to encourage the referral of promising students and to promote greater program participation. In some cases, this awareness was done in collaboration with other state agencies, but, in other instances, the goal was to reach families and community members on their own ground and in their own language. Some of the specific strategies noted were:

1. establishing an advisory council with cross cultural representation to assist with the development and monitoring of state policies relating to gifted students;

2. conducting a formal community awareness campaign to recruit support and resources for talent development; and

3. conducting an annual "child find" in cooperation with community and other state agencies to locate gifted students who may have been overlooked.

Screening Procedures. Using a variety of screening procedures is a key element in determining eligibility in many programs for gifted students. The screening process identifies a large pool of potentially eligible students. Then a more thorough review determines final eligibility. At the point of screening, many non-traditional gifted students

are ignored and are never given a chance to receive the thorough evaluation needed to establish their eligibility. Some of the strategies that have been suggested for screening are:

1. screening all student files for indications of giftedness;

2. requiring staff development of regular education staff to increase their ability to recognize non-traditional gifted students;

3. encouraging the use of a checklist to help teachers recognize underachieving students who may be gifted;

4. developing student profiles and case study examples of non-traditional gifted students;

5. encouraging the use of autobiographies to assist with the identification of gifted students from special populations; and

6. automatically referring all students who reach a certain score (i.e., 85th percentile) for further assessment on standardized tests.

Formal Identification Procedures. This is the point at which students who have been screened, or otherwise referred, receive the review that will determine their eligibility for the special services. States have generally focused upon the use of multiple criteria to aid in the identification of non-traditional gifted students. Some of the strategies used include:

1. Encouraging the establishment of child study teams to make the placement decision, design Individual Education Programs (IEPs), and coordinate services for gifted students with special needs (including medical and other support personnel when needed).

2. Using multiple identification criteria with the clause "no single criterion should prevent identification..."

3. Using portfolios of student work samples to document giftedness, together with rating scales to assess the work in the portfolio.

4. Developing guidelines on how to use "subjective" information to assist with placement decisions.

5. reevaluating or re-testing students who show compelling reasons why their existing scores underestimate their true abilities (family crisis, language difficulties, illness, etc.).

6. Automatically re-testing students who fall within one standard error of measurement below the score needed to qualify for program services.

7. Using alternative identification methods to place gifted students from special populations.

8. Using a "pre-program" trial period where students participate in experiences designed to see if they would benefit from inclusion in the program for gifted students.

9. Developing a handbook on multicultural/nonsexist education for gifted students, with specific information on identification of special populations of gifted students.

Program Initiatives. Some states have developed strategies designed to encourage local districts to serve a wider population of gifted students. These initiatives include providing a variety of incentives for the identification of gifted students from special populations, including:

1. Encouraging local innovative programs for underserved gifted students (i.e., grants, awards, special honors).

2. Encouraging alternative program options for students who are underachieving, but gifted.

3. Assisting regular classroom teachers in meeting the needs of bright students who are not placed in the gifted program, and reevaluating the status of these students at a later time.

4. Using mediation to settle disputes and grievances with parents or others about the selection process.

A matrix of program initiatives being tried by different states has been compiled. This matrix is intended to assist state directors who want to explore ways to increase identification and services for gifted students with special needs, and is available from the authors.

Results of the Updated Content Analysis

Descriptive statistics were used to look at the overall results of state level policies concerning special populations of gifted students. Each area of the analyzed matrix was used to gain a portrait of the combined efforts of the states to address special populations of gifted students. The information on individual states has been provided in Appendix A for those interested in a particular state's profile (highlighted numbers indicate changes from the 1990 data).

Policies Regarding Legislation

The first section of the matrix includes questions regarding state policies related to mandates, funding, and the existence of a state level coordinator for gifted programs.

These three initiatives are seen as critical indicators of state level support for the appropriate education of gifted students.

Legislative Mandate. At the time of this update, over half of the states (66%) have some type of legislation mandating the identification of gifted students; Sixty percent of the states mandate programs for gifted students. These mandates are supported, to some degree, by state funding. The levels of funding that accompany these state mandates, however, varies widely. One state, for example, has a mandate for the appropriate education of gifted students that is accompanied by state funds; however, these funds are issued under a cap on the number of students that can be included. This means that, in spite of the mandate, 32,024 out of 73,468 students identified as gifted in that state are currently being served without the benefit of additional state monies. This is not an unusual example; in fact, the funding structure for most states provides only partial support for students identified as gifted. In addition to limited financial support for gifted students, many states face budget reductions that are expected to further erode the funding for programs for gifted students. Three (+2) states have a mandate in place but do not allocate state monies to fund additional services for gifted students. Figure 1 shows that, in fifteen (+1) states (30%), there are currently no state-level mandates for the education of gifted students. While these states may urge appropriate services for gifted students, and some may even provide state funds for this purpose, both services and funding are felt to be precariously dependent on the whim of decision makers and the condition of the budget. At the current time, one (-1) state has no policies related to the education of gifted students, leaving this entirely to the discretion of the local school systems.

State Coordinators. In addition to mandates and funding, another sign of state level concern for the education of gifted students is the appointment of a state coordinator in this area. Currently, 47 (-2) states have a person designated for gifted education; three states do not. The roles and responsibilities of these people vary greatly, ranging from sole charge of gifted education to responsibilities for all exceptional students.

Figure 1

STATE MANDATION OF GIFTED EDUCATION

(Percent of states in each category)

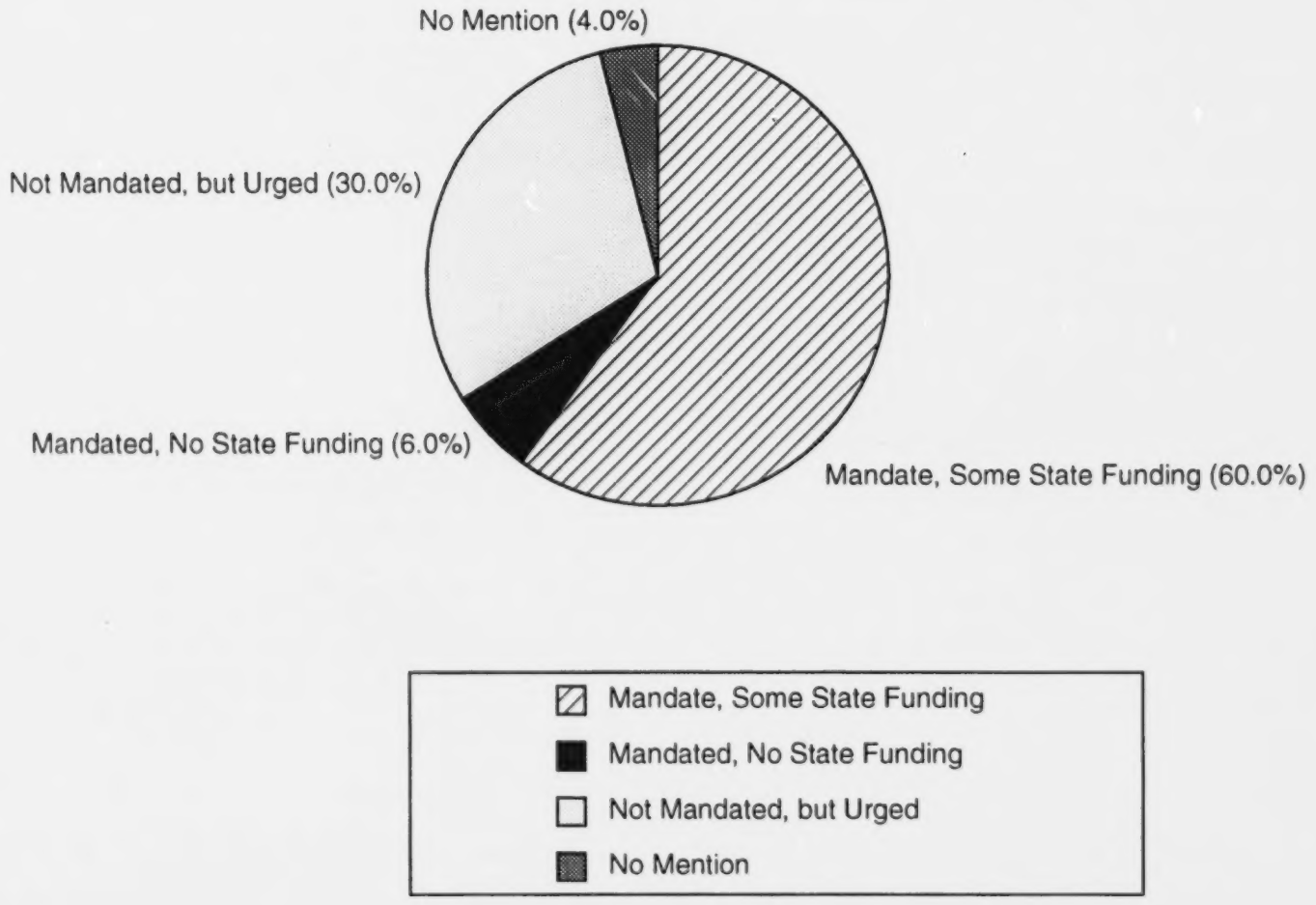

No Mention (4.0%)
Not Mandated, but Urged (30.0%)
Mandated, No State Funding (6.0%)
Mandate, Some State Funding (60.0%)
Mandate, Some State Funding
Mandated, No State Funding
Not Mandated, but Urged
No Mention

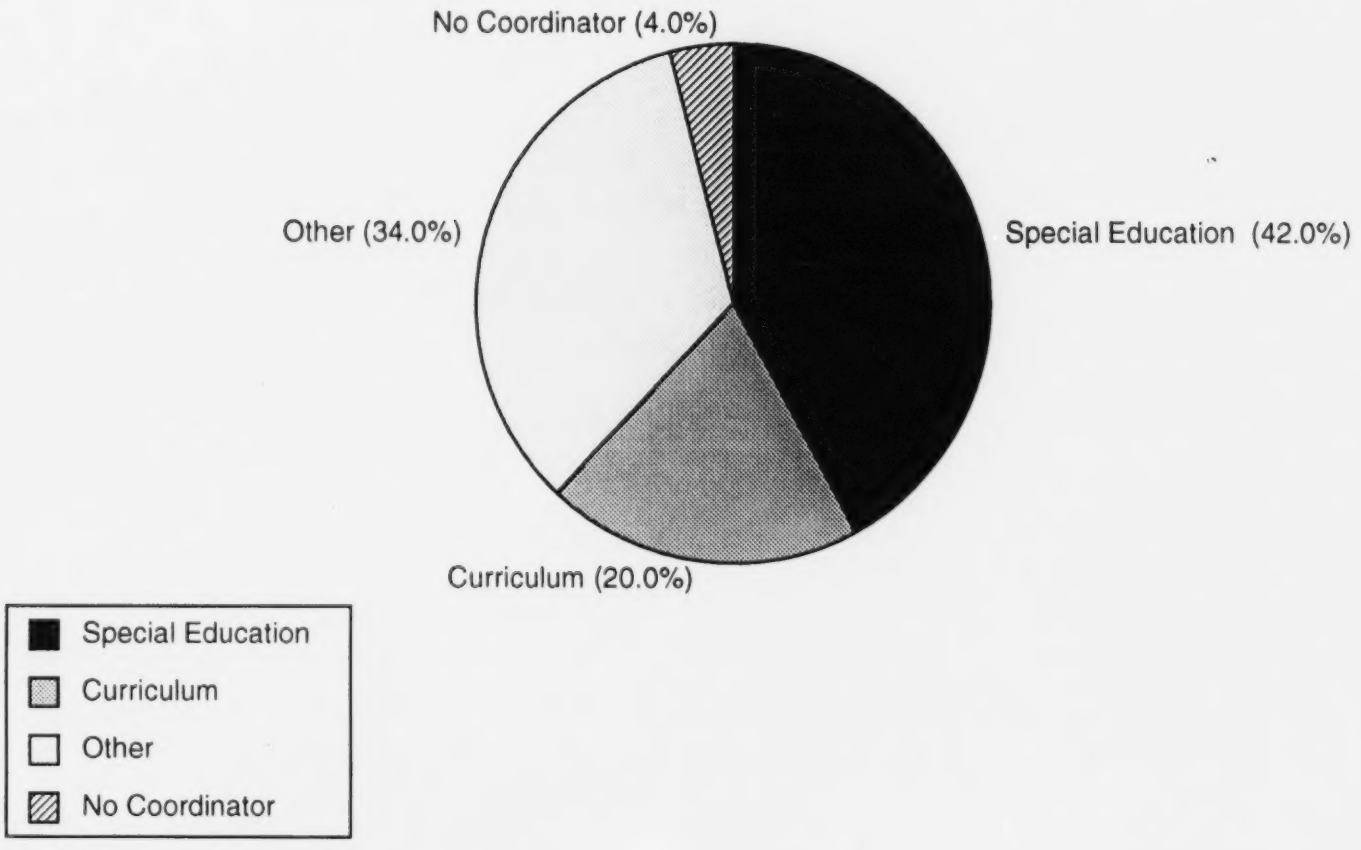
Figure 2 indicates the location of the state directors of gifted education within the state education departments. Twenty-one (-2) are housed within the special education division (42%), ten (no change) are placed under curriculum and instruction (20%), and 17 (+1) are located in other areas within the state organization (34%). The provision of these three areas of state support (state mandates, funding, and administrative leadership) is related directly to the level of services provided for gifted students. Each area is important to the overall state leadership. However, the critical variable seems to be the mandate for appropriate services. In the recent policy changes, we have seen a cutback in fiscal support for gifted education that may reflect the pattern of cutbacks for educational spending in general.

Some observers feel that the presence of a state mandate, without accompanying funding, creates the illusion of support without the reality and produces a type of political fraud. But the situation is more complex than that. A mandate is, after all, a statement of a desired goal on the part of the state -- even if that goal goes unrealized. The state always has more policies than funds and must arrange them in a type of priority. As such, the mandate to provide an appropriate education for gifted students creates an expectation of what should be happening at the local level. It provides a type of permission and approval for parents to seek out special services for their gifted children. The mandate also serves as a moral and political base for those wishing to advocate greater allocation of funds to this purpose. For these reasons, a mandate needs to be seen as a part of the process of obtaining desirable programming for gifted students.

The location of the coordinator for gifted services is also an important issue. The placement of the program under special education in the state department of education subjects it to the policies of special education, many of which were set by the federal government in Public Law 94-142. This requires the provision of such elements as an Individual Education Program, procedures for due process, and various types of parental empowerment regulations. Because the organizational pattern for state special education

Figure 2

LOCATION OF STATE COORDINATORS FOR GIFTED*



* There were no coordinators in Testing and Psychology.

is often reproduced at the local school level, the placement of the program for children with outstanding gifts and talents at the local level is often set by the state policy.

Definitions of Gifted

The first questions we asked in this area dealt with the definitions of gifted students and the specific mention of special populations. We then identified types of giftedness included for each state. In looking at the ways states define "gifted," we focused on their inclusion of potential for giftedness as one indicator of concern for students from special populations. The notion of "potential for giftedness" was introduced in the Marland report (1972) and has played a valuable role in the realization that students may be gifted even if they are not fully demonstrating their abilities within the school framework. The potential for giftedness was included in 41 (+1) state definitions.

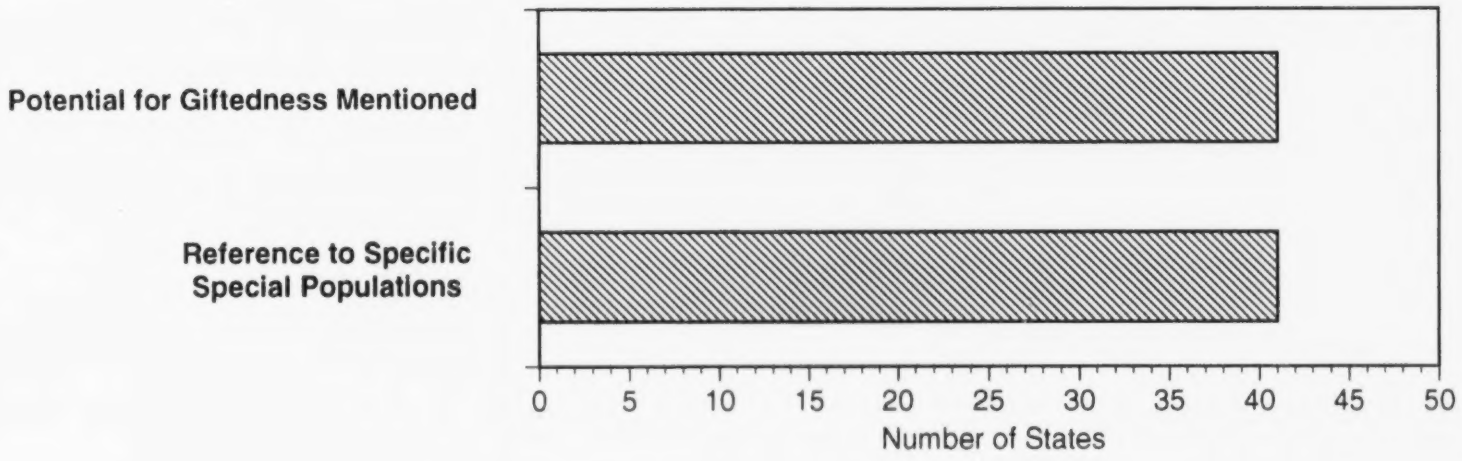
In addition to the inclusion of potential, we looked for specific references to gifted students from special populations. The documents were checked for references to culturally diverse populations, economically disadvantaged students, and disabled students. Forty-one (+3) states include specific references to these students within their gifted educational policies. In nine states (-3), there was no specific mention. Figure 3 provides a visual summary of these data.

Multiple Types of Giftedness. The actual types of giftedness that states recognize were examined as an indication of options for gifted students from special populations who sometimes are overlooked due to narrow identification criteria and heavy reliance on IQ scores and performance measures. The types of giftedness included were: intelligence (IQ), achievement, creativity, artistic talent, leadership, critical thinking, psychomotor skills, psychosocial, and understanding one's cultural heritage. This last category is considered important when looking for students with significantly different cultural backgrounds.

The primary areas recognized for gifted identification remain intelligence (IQ) and achievement (49 states include these), although a variety of other areas are included by

Figure 3

STATE POLICIES: INCLUSION OF POTENTIAL, AND RECOGNITION OF SPECIAL POPULATIONS



several states. The number of states using multiple types of giftedness is shown in Figure 4. Creativity is included by 41 (+1) states, artistic abilities by 35 (+1), leadership by 30 (+2) states. Fifteen (no change) states include critical thinking, 11 (+1) include psychomotor, nine (no change) states include psychosocial, and five (+1) states include an understanding of one's cultural heritage. These changes indicate an increase in the number of types of "giftedness" recognized by state policies.

Standard Identification

Within the areas of screening and identification, we asked questions about sources of referral, testing practices, non-test input, and general identification procedures.

Screening. Screening was looked at as a separate area within the identification process because it can be crucial to the location and identification of students from special populations. Of the fifty states, 44 (+1) have policies directly related to the screening process, and other states mention the option of local districts to implement screening procedures. The timing of screening varies. Sixteen states include some type of screening for gifted students as part of their pre-kindergarten screening, and 47 (+2) states mention continuous screening from grades 1-12.

The sophistication and intensity of the screening process varies greatly from state to state. Most states that encourage formal screening procedures do, however, incorporate a variety of sources of information about students. Figure 5 shows the types of screening information included by states. The most frequently cited sources of screening information (46 states) are teacher nominations (no change), standardized achievement tests (+1), aptitude tests (+1), and parent nominations (+1). Forty-four (no change) states use products and work samples, 44 (+2) states include achievements outside the school, 44 (+3) use creativity tests, and 29 (+4) use some type of curriculum-based assessment.

Because screening does not guarantee identification, placement decisions were looked at as the next area under identification practices.

Figure 4

TYPES OF GIFTEDNESS IDENTIFIED BY STATE POLICY

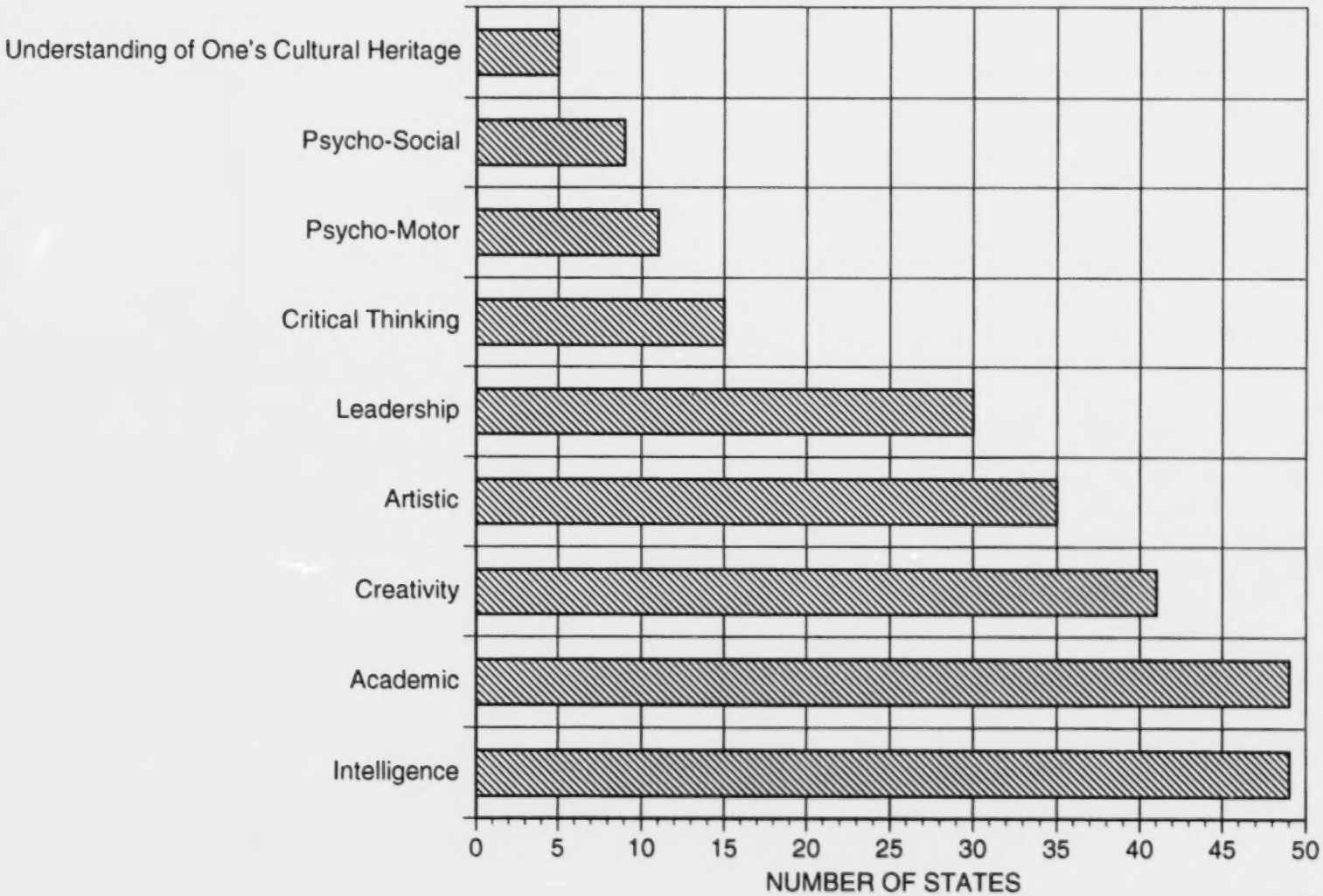
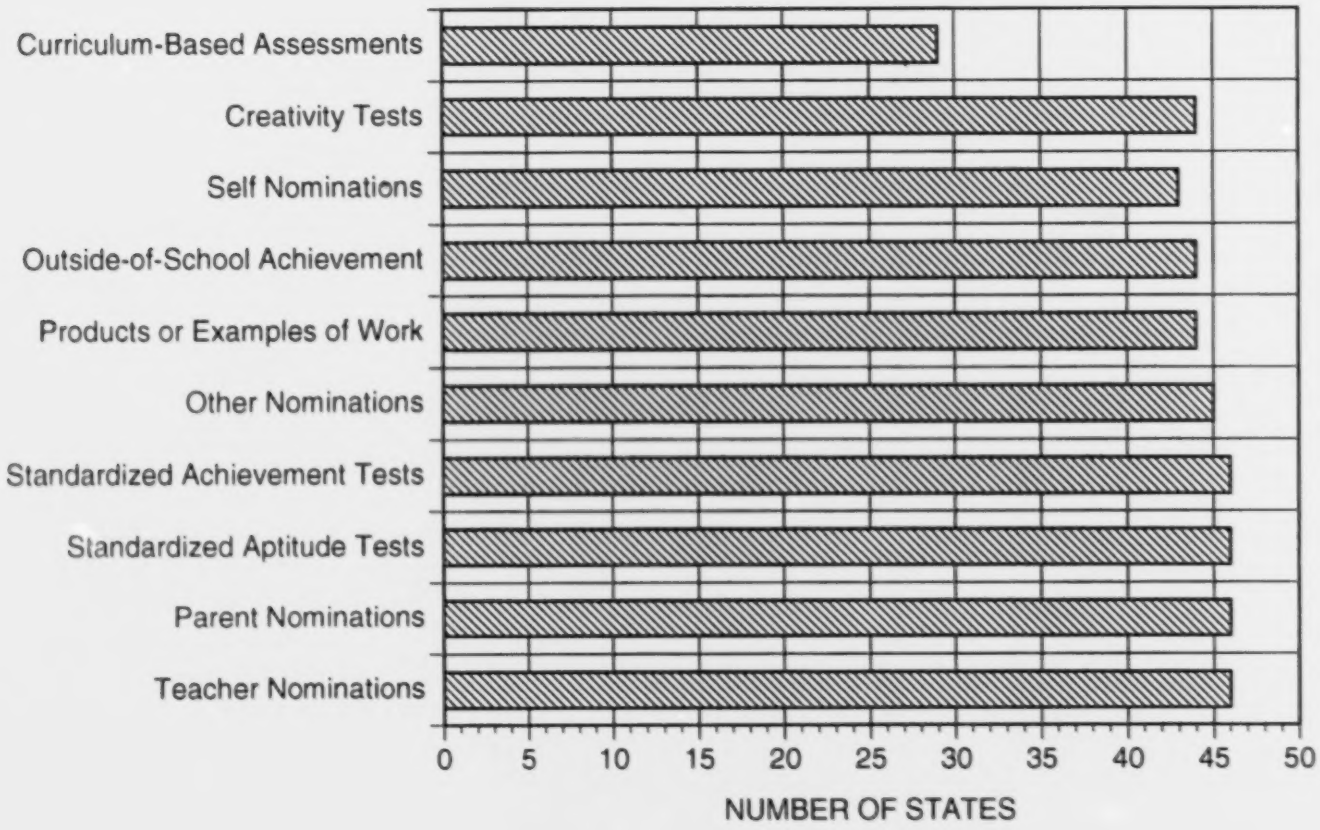


Figure 5

SCREENING PROCESS: POTENTIAL SOURCES OF INFORMATION FOR GIFTED IDENTIFICATION



Identification/Placement. All 49 (no change) of the states that have state level policies related to gifted education use some form of standardized IQ and achievement test in their identification process. However, a variety of other sources are often included. Forty-six (no change) states allow work samples and outside-school activities, and 45 (+1) states use creativity tests. A number of states also include input from teachers (42/+2), parents (39/+1), others (38/+1), and students (38/+3) in making identification/placement decisions. Twenty-nine (+3) states are using some type of curriculum-based assessment to help with identification/placement decisions. Figure 6 shows the permitted sources of information for identification.

In looking at multiple sources for the identification of gifted students, checklists (46/no change) and profiles (32) are included in many states policies.

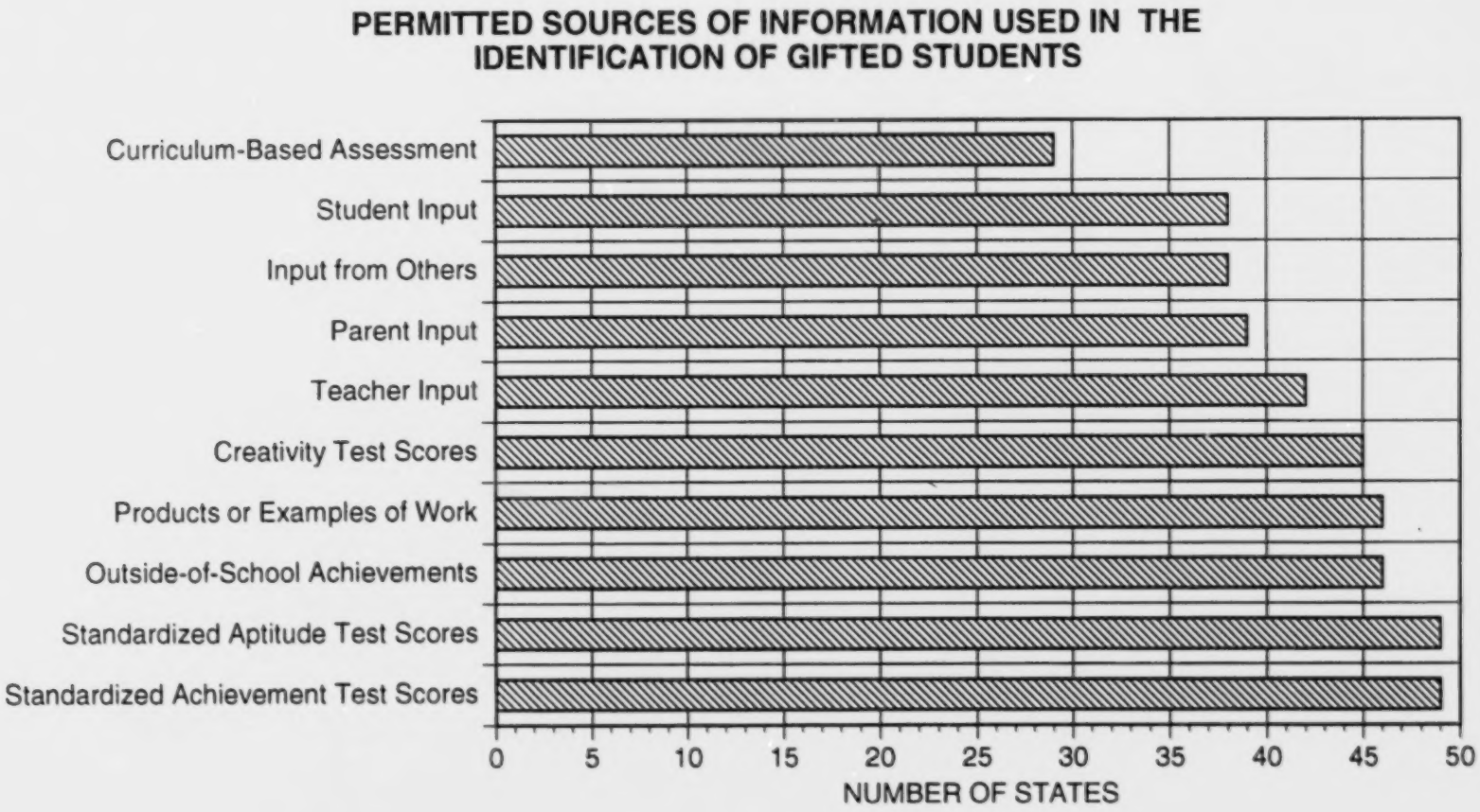
Non-standard Identification

The issue of how students who do not fit the traditional identification practices can be identified is addressed in this section. Even with the best screening procedures and multiple identification criteria, students from special populations can be overlooked.

One of the assumptions present in state policy that seeks out hidden talent from students in non-traditional cultures is that high intelligence is a constant property of the individual. Even if extraordinary talent is covered up by ragged clothes and unkempt hair, the assumption holds that all we need to do, once we have discovered the hidden talent, is to take a trip to the barber shop and clothing store and then the talent will shine as bright as new.

However, our current understanding of the development of gifts and talents in young children does not fit this assumption (see Bloom, 1986; Frasier, 1991). Instead, there are crucial interactions of talent and a responsive environment that seem necessary to the full development of potential. That is why early identification and the creation of responsive environments become a high priority for educators and society.

Figure 6


PERMITTED SOURCES OF INFORMATION USED IN THE IDENTIFICATION OF GIFTED STUDENTS
Curriculum-Based Assessment
Student Input
Input from Others
Parent Input
Teacher Input
Creativity Test Scores
Products or Examples of Work
Outside-of-School Achievements
Standardized Aptitude Test Scores
Standardized Achievement Test Scores
0
5
10
15
20
25
30
35
40
45
50
NUMBER OF STATES

In looking at this issue, we examined policies related to the identification and placement of students who do not meet the standard criteria. In 43 (no change) states, policies encourage schools to serve students who fall into this category. However, four (-2) states specific policy related to these students.

In 40 (+1) states, different criterion can be used to identify students from special populations, seven (no change) states use some form of a quota system for inclusion, and 15 (+3) states allow trial placement or pre-placement experiences to assist with decisions. In light of information that other states are in the process of revising their state policies along this dimension, it seems that the identification of gifted students from special populations has become a major policy focus.

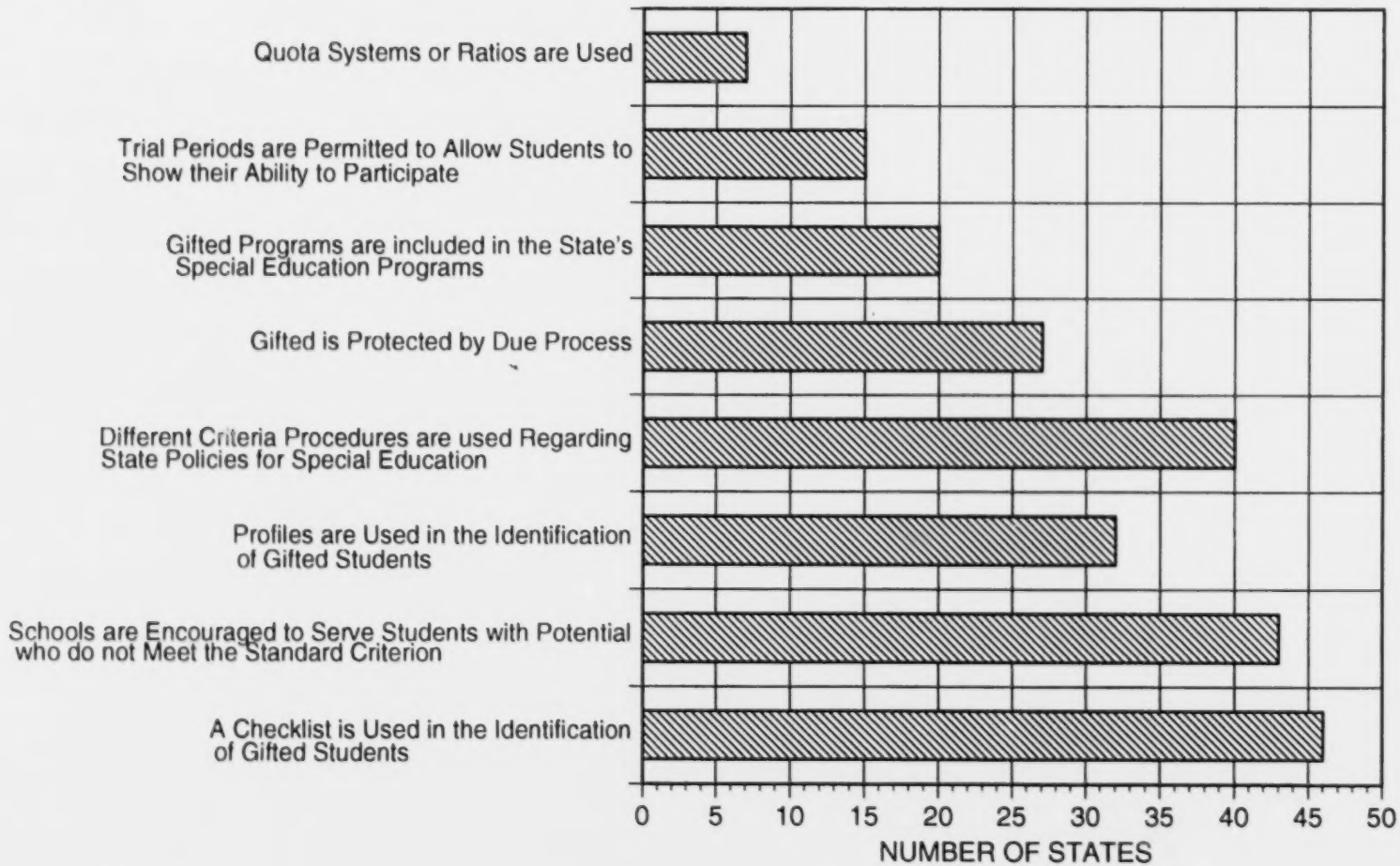
Due Process

Questions addressing options for redress to protect children's rights were asked in this section of the matrix. The issue of children's rights to appropriate modification of their school program are often tied to special education advocacy, legislation and litigation. In those states where gifted students fall under the auspices of special education policies, they are usually offered the same due process protection as other exceptionalities. As noted earlier, 21 (-2) state directors of gifted programs are housed within the area of special education; however, only 20 of these 21 states incorporate gifted students in with their policies for other exceptionalities. In the remaining state, gifted students are not included in definition of exceptional students, and separate policies have been developed. This means that, in 20 states, gifted education is incorporated into special education; in 30 states it is not.

The grievance procedures available to students who feel that they have been inappropriately served by the educational system can play an important role in the redress of faulty identification and programming decisions. Twenty-eight (+1) states include clear policies on due process for gifted students; 22 (-1) states do not. Figure 7 shows the data

FIGURE 7

STATE POLICIES ON NON-STANDARD IDENTIFICATION OF GIFTED STUDENTS FROM SPECIAL POPULATIONS


Quota Systems or Ratios are Used
Trial Periods are Permitted to Allow Students to Show their Ability to Participate
Gifted Programs are included in the State's Special Education Programs
Gifted is Protected by Due Process
Different Criteria Procedures are used Regarding State Policies for Special Education
Profiles are Used in the Identification of Gifted Students
Schools are Encouraged to Serve Students with Potential who do not Meet the Standard Criterion
A Checklist is Used in the Identification of Gifted Students
0 5 10 15 20 25 30 35 40 45 50
NUMBER OF STATES

for state policies regarding non-standard identification of gifted students from special populations.

Specific Mention of Special Populations

In order to get to the heart of the states' policies addressing special populations, the language of the documents was carefully analyzed to see which populations were either specifically mentioned or could be inferred. Figure 8 shows the number of states including references to specific groups of special populations.

In most cases where the states addressed special populations, their policies were inclusive of the specific groups of students from each population. Forty-one (+1) states referred to gifted students from culturally diverse backgrounds, 40 (+2) states included economically disadvantaged students, 40 (+3) states specifically mentioned learning disabled/gifted students, and 40 (+4) states recognized gifted students with other handicapping conditions.

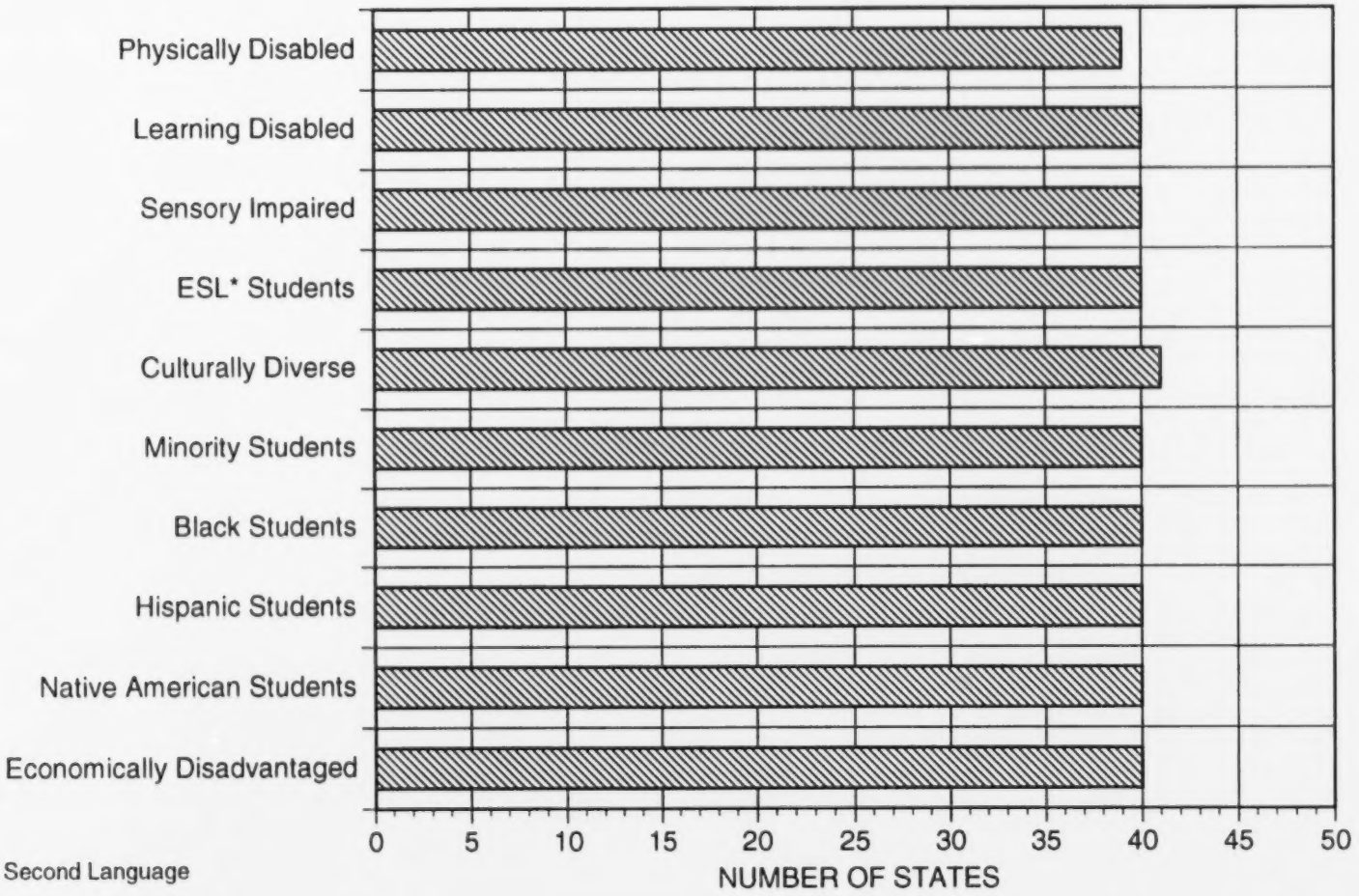
These policies reflect a growing sensitivity to the need for identification and services for gifted students from a variety of backgrounds. Attention to this need seems to be demonstrated through the written policy statements of most states. The results of these policies on actual services to gifted students from special populations warrants further investigation.

Conclusions

A review of the current state policies related to the identification of gifted students from special populations revealed a range of attention to this issue. The overall findings, however, show that the vast majority of states have addressed this issue through the development of written policies that call for the recognition, identification, and provision of service for these non-traditional gifted students. The states have shown an increasing awareness of these issues and have taken the first step toward addressing the need for greater inclusion of gifted students from special populations.

FIGURE 8

SPECIAL POPULATIONS MENTIONED IN STATE POLCIES FOR THE IDENTIFICATION OF GIFTED STUDENTS



*English as a Second Language

One of the significant changes from two years previous was that a number of states' policies now explicitly mention gifted students with disabilities (+4) and gifted students from economic or culturally diverse settings (+3).

The development of policies that permit local districts to extend services to students from underserved groups indicates a willingness to remove state level barriers to access, and, in most states, these barriers have been removed.

In spite of efforts through state policies to address this issue, the demographics of gifted programs still indicate that the number of gifted students from culturally diverse, economically disadvantaged, and disabled populations remains significantly below their proportion of the general population (Seaberg, 1991). If state policies are not imposing barriers to appropriate identification and services, then it is necessary to examine other obstacles preventing access to programs for gifted students.

At the current time, we can only speculate as to why gifted students from special populations remain underserved, in spite of the existence of permissive state policies. There are several factors that should be explored further:

1. Communication of Policy intent. There is sometimes a gap between the intent of state policies and the local districts interpretations of these policies. The need for clear communication from state level policy makers regarding what is permitted at the local level may assist with the development of local initiatives for these students.

2. Concern over numbers of students. There seems to be concern from some educational administrators that "opening the door" to non-traditional identification would result in substantially increasing the numbers of students and the costs for educational programs for gifted students, which are already underfunded.

3. Availability of adequate resources. Some local districts may feel that they lack the resources, time, personnel, and expertise to extend gifted educational services to additional students whose needs are more diverse.

4. Building bridges for special populations. The relationship between school and populations that are economically disadvantaged and culturally diverse has often been tenuous. There may be an even weaker link with programs for gifted students. Establishing a sense of "right to access" to programs designed for gifted students may increase inclusion of these students.

These are legitimate difficulties facing local districts. At this time, we do not know which, if any, of these issues affects the numbers of gifted students from special populations receiving services. We do know that finding, identifying, and serving these students is labor intensive and requires a strong commitment of effort and resources. The charge to provide an appropriate education for all students, however, includes a responsibility to look for creative and effective solutions to respond to the needs of the gifted underserved.

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Appendix A: Updated Content Analysis Matrix

CONTENT ANALYSIS, Alabama through Missouri
State Level Policy on Identification of Gifted Students
Gifted Education Policy Studies Program

	AL	AK	AZ	AR	CA	CO	CT	DE	FL	GA	HI	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO
Policies Regarding Legislation																									
Is there a state coordinator for gifted?	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2
Is the state coordinator in special education?	2	2	0	2	0	0	2	2	2	0	0	2	0	0	0	0	2	2	2	0	0	0	0	0	0
Is the state coordinator in testing and psychology?	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Is the state coordinator in curriculum?	0	0	0	0	0	2	0	0	0	0	2	0	2	0	2	0	0	0	0	0	2	2	0	0	0
Is the state coordinator in another category?	0	0	2	0	1	0	0	0	0	1	0	0	0	2	0	0	0	0	0	2	0	0	1	2	1
Is identification of gifted mandated?	2	2	2	2	2	0	2	0	2	2	2	2	2	0	2	2	2	2	0	0	0	0	0	0	2
Are programs mandated with funding?	2	2	2	2	2	0	0	0	2	2	2	2	2	0	2	2	2	2	0	0	0	0	0	2	1
Are programs mandated with (local) no funding?	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Are programs not mandated but urged?	0	0	0	0	0	2	2	2	0	0	0	0	0	2	0	0	0	0	2	2	0	2	2	0	0
Is there no mention?	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0
Policies Regarding Definitions of Gifted																									
a. Populations																									
Is there reference to specific special populations?	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	2	2	2	2	2	2	0
Is there general mention of the possibility of special populations?	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
Is there no mention of special populations?	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
b. Types of Gifted																									
Is general intelligence and aptitude identified?	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Is academic aptitude identified?	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Is creativity identified?	2	2	0	2	2	2	2	2	2	0	2	2	2	2	2	0	2	2	2	2	2	2	2	1	2
Is artistic talent identified?	0	0	0	0	2	2	2	2	0	0	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2
Are visual arts identified?	0	0	0	0	2	2	2	2	0	0	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2
Are performing arts identified?	0	0	0	0	2	2	2	2	0	0	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2
Is psycho-motor ability identified?	0	0	0	0	1	2	0	2	0	0	2	0	2	0	0	0	0	0	0	0	2	0	0	0	0

KEY:2 = "Yes"; 1 = "Uncertain"; 0 = "No"; Shading denotes change from previous report

	AL	AK	AZ	AR	CA	CO	CT	DE	FL	GA	HI	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO
Is leadership identified?	0	0	0	0	2	2	0	2	2	0	2	2	2	2	2	0	2	0	0	0	2	2	2	1	0
Is psycho-social ability identified?	0	0	0	0	1	2	0	0	0	0	2	0	2	0	0	0	2	0	0	0	0	0	0	0	0
Is critical thinking identified?	0	0	0	0	2	2	0	0	0	0	1	0	2	2	0	0	0	0	0	0	1	0	2	0	1
Is an understanding of one's cultural heritage identified?	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
Is potential for giftedness mentioned?	0	0	0	2	2	2	2	2	2	0	2	2	2	2	2	2	2	0	2	2	2	2	2	0	2
Policies Regarding Standard Identification																									
Is there a policy on screening students for gifted identification?	2	2	2	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	0	2	2	2
a. Screening																									
1. Nomination																									
Are self nominations accepted?	0	1	1	2	1	2	1	2	0	2	2	2	2	2	2	1	2	0	2	2	1	1	2	2	2
Are parent nominations accepted?	2	2	1	2	1	2	2	2	0	2	2	2	2	2	2	1	2	2	2	2	1	1	2	2	2
Are teacher nominations accepted?	2	2	1	2	1	2	2	2	0	2	2	2	2	2	2	2	2	2	2	2	1	1	2	2	2
Are other source nominations accepted?	0	2	1	2	1	2	2	2	0	2	2	2	2	1	2	1	2	2	2	2	1	1	2	2	2
2. Tests																									
Are standardized achievement tests used?	1	1	1	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1	2	2	2
Are creativity tests used?	2	1	1	2	1	2	2	2	2	0	1	2	1	2	2	1	2	2	1	2	1	1	2	2	2
Are standardized aptitude tests used?	1	1	1	2	1	2	2	2	0	2	2	2	2	2	2	2	2	2	2	2	1	1	2	2	2
Are curriculum based assessments used in screening?	1	1	1	0	1	2	0	1	0	0	0	1	1	2	2	1	0	2	1	0	1	1	0	0	0
3. Non-Test Information																									
Are products or examples of work considered in screening?	1	1	1	2	1	2	2	2	0	0	2	2	1	2	2	1	1	2	2	2	1	1	2	2	2
Are outside of school achievements considered in screening?	1	1	1	2	1	2	2	2	0	0	1	2	1	2	2	1	1	2	2	1	1	1	2	2	2
Is a checklist of characteristics used in screening?	1	1	1	2	1	2	2	2	2	0	2	2	1	2	2	2	2	2	2	2	1	1	2	2	2
Is a matrix used to assemble information?	0	1	1	0	1	0	2	1	2	0	2	1	1	2	2	0	0	2	0	0	1	1	2	2	2
4. General Screening																									
Does screening take place prior to school admissions (pre-K)?	0	2	0	0	0	0	0	1	0	0	0	1	1	2	0	0	0	2	1	0	1	2	1	0	2
Does screening take place in K-1 grades?	2	2	2	2	1	2	1	2	2	1	2	2	2	2	2	1	1	2	2	2	1	1	1	1	2

KEY:2 = "Yes"; 1 = "Uncertain"; 0 = "No"; Shading denotes change from previous report

	AL	AK	AZ	AR	CA	CO	CT	DE	FL	GA	HI	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO
Does screening take place in grades 2-3?	2	2	2	2	1	2	1	2	2	1	2	2	2	2	2	1	1	2	2	2	1	1	1	2	2
Is there continued screening in grades 4 and up?	2	2	2	2	1	2	1	2	2	1	2	2	2	2	2	1	1	2	2	2	1	1	1	2	2
b. Identification - Standard Procedure																									
1. Selection																									
Are self selections accepted?	0	1	1	2	1	2	1	2	0	0	2	2	2	2	1	1	2	0	2	2	1	1	2	2	2
Are parent selections accepted?	0	1	1	2	1	2	2	2	0	0	2	2	2	2	1	1	2	2	2	2	1	1	2	2	2
Are teacher selections accepted?	2	1	1	2	1	2	2	2	2	0	2	2	2	2	1	2	2	2	2	2	1	1	2	2	2
Are other source selections accepted (community, etc.)?	0	1	1	2	1	2	2	2	0	0	2	2	2	2	1	0	2	2	2	2	1	1	2	2	2
2. Tests																									
Are standardized achievement test scores included?	2	1	2	2	1	2	2	2	1	2	2	2	2	2	2	2	2	2	2	2	1	1	2	2	2
Are standardized aptitude test scores included?	2	1	2	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1	2	2	2
Are curriculum based assessments used?	0	1	1	0	1	2	2	1	0	0	0	2	1	0	2	1	0	0	1	0	1	1	0	1	0
Are creativity test scores included?	2	1	1	2	1	2	2	2	2	0	2	2	2	1	2	1	2	2	1	2	1	1	2	2	2
3. Non-Test Information																									
Are products, or examples of work considered in identification?	0	1	1	2	1	2	2	2	1	0	2	2	2	2	2	2	2	2	2	2	1	1	2	2	1
Are outside of school achievements considered in identification?	0	1	1	2	1	2	2	2	1	0	2	2	2	1	2	1	1	2	2	1	1	1	2	2	2
Is a checklist of characteristics used in identification?	2	1	1	2	1	2	2	2	2	0	2	2	1	1	2	1	2	2	2	2	1	1	2	2	2
c. Selection of Students																									
Is a profile used to assemble information for identification?	1	1	1	1	0	0	2	1	0	0	2	2	1	2	2	0	0	2	0	0	1	1	2	1	1
Is input on grades considered?	1	1	1	2	1	2	2	2	1	0	2	2	2	2	2	2	2	2	2	2	1	1	2	2	2
Are products and project examples considered?	1	1	1	2	1	2	2	2	1	0	2	2	2	2	2	2	2	2	2	2	1	1	2	2	2
Is creativity considered?	2	1	1	2	1	2	2	2	2	0	2	2	2	2	2	1	2	2	2	2	1	1	2	2	2
Is task commitment considered?	0	1	1	2	1	0	2	0	2	0	2	1	0	0	2	1	0	0	1	0	1	1	1	1	1
Is leadership considered?	0	1	1	0	2	2	2	0	2	0	2	1	1	0	2	1	2	0	1	1	1	1	2	1	1

KEY:2 = "Yes"; 1 = "Uncertain"; 0 = "No"; Shading denotes change from previous report

	AL	AK	AZ	AR	CA	CO	CT	DE	FL	GA	HI	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO
Are characteristics of gifted learners considered?	2	1	1	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	2	1	1	2	2	2
<u>Policies Regarding Non-Standard Identification</u>																									
Are schools encouraged to serve students with potential who do not meet the standard criterion?	2	1	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	0	2	2	1	2	2	2	1
Are different identification criteria procedures used for special populations?	2	1	1	2	2	0	1	2	2	2	2	2	1	2	2	1	1	2	2	0	1	1	2	2	1
Are quota systems or ratios used for special populations of students?	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2	0	0
Are trial period identifications permitted to allow students to show ability to participate?	0	0	0	1	1	0	2	0	0	0	2	0	0	0	0	1	1	0	1	0	1	1	0	0	0
<u>Policies Regarding Due Process and Grievances Procedures</u>																									
Is gifted education included in state's special education programs?	2	2	0	2	0	0	2	2	2	2	0	2	0	0	0	2	2	2	0	0	0	0	0	2	0
Is gifted protected by due process?	2	2	1	0	0	0	2	0	2	0	2	2	0	2	0	2	0	2	0	0	0	0	0	0	0
Are procedural guidelines laid out for due process intervention?	2	2	1	0	0	0	2	0	2	0	2	2	0	2	0	2	0	2	0	0	0	0	0	0	0
<u>Polices Regarding Explicit Identification of Special Populations of Gifted Students</u>																									
Are physically disabled gifted students included?	2	1	2	2	2	2	2	2	1	2	2	2	2	0	2	1	2	1	2	2	1	2	2	2	0
Are learning disabled gifted students included?	1	1	2	2	2	2	2	2	1	2	2	2	2	2	2	1	2	1	2	2	1	2	2	2	0
Are sensory impaired gifted included?	2	1	2	2	2	2	2	2	1	2	2	2	2	0	2	1	2	1	2	2	1	2	2	2	0
Are English as a second language gifted students included?	2	2	2	2	2	2	1	1	2	1	2	1	2	2	2	2	1	1	2	1	1	1	1	2	0
Are culturally different gifted included?	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	2	1	1	2	2	1	2	1	2	0
Are minority gifted students included?	1	1	2	2	1	2	1	1	2	1	2	2	1	2	2	2	2	1	1	1	1	1	1	1	0
Are Black students included?	1	1	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	1	1	1	1	1	1	0
Are Hispanic students included?	1	1	1	1	1	1	2	1	1	1	2	1	1	1	2	1	1	1	1	1	1	1	1	1	0
Are American Indian students included?	1	1	1	1	1	1	1	1	1	1	2	1	1	1	2	1	1	1	1	1	1	1	1	1	0
Are other ethnic or racial groups included?	1	1	1	1	1	1	1	1	1	1	2	1	2	1	2	1	1	1	1	1	1	1	1	1	0

KEY:2 = "Yes"; 1 = "Uncertain"; 0 = "No"; Shading denotes change from previous report

	AL	AK	AZ	AR	CA	CO	CT	DE	FL	GA	HI	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MO
Are economically disadvantaged gifted students included (free lunch)?	2	1	1	2	2	2	0	2	2	2	2	2	2	2	2	2	2	1	2	2	1	1	2	2	0
Is additional funding beyond gifted provisions provided for special populations?	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	2	0	0	0	2	0

State Gifted and Talented Policies: Updates and Revisions from previous report																									
Is your state currently revising or reevaluating its policies for gifted and talented?	2	0	0	0	0	2	2	0	2	0	2	2	2	0	0	2	2	2	0	1	0	0	2	0	0
a. Type of Revision or Reevaluation																									
Limited	2	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
General	0	0	0	0	0	2	0	0	2	0	2	2	2	0	0	2	2	2	0	1	0	0	2	0	0
b. Area of Revision or Reevaluation																									
Position statements	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	2	1	0	0	1	0	0	0	0	0
Gifted and talented definition	0	0	0	0	0	0	0	0	2	0	0	2	2	0	0	0	2	1	0	1	0	0	0	0	0
Funding	2	0	0	0	0	2	0	0	1	0	1	0	0	0	0	0	1	0	0	1	0	0	2	0	0
Pilot programs and initiatives	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	2	0	1	0	0	0	0	0
Program guidelines or regulations	0	0	0	0	0	2	0	0	2	0	1	2	2	0	0	2	2	0	0	1	0	0	0	0	0
Identification policies	2	0	0	0	0	0	0	0	2	0	1	2	2	0	0	1	2	2	0	1	0	0	2	0	0
c. Kinds of Policies Currently Being Revised or Reevaluated																									
General identification policies	0	0	0	0	0	0	0	0	2	0	0	2	1	0	0	1	2	2	0	1	0	0	2	0	0
Identification polices specific to the culturally diverse	0	0	0	0	0	0	0	0	2	0	0	2	0	0	0	1	1	1	0	1	0	0	1	0	0
Identification policies specific to the economically disadvantaged	0	0	0	0	0	0	0	0	2	0	0	2	0	0	0	1	1	1	0	1	0	0	1	0	0
Identification policies specific to the physically or learning disabled	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	1	0	1	0	1	0	0	1	0	0

KEY:2 = "Yes"; 1 = "Uncertain"; 0 = "No"; Shading denotes change from previous report

CONTENT ANALYSIS, Montana through Wyoming
State Level Policy on Identification of Gifted Students
Gifted Education Policy Studies Program

	MT	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY
Policies Regarding Legislation																									
Is there a state coordinator for gifted?	2	2	2	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	2	2	2	2	2
Is the state coordinator in special education?	0	2	0	0	0	2	0	2	2	2	0	2	2	2	0	0	2	0	0	0	0	2	2	0	0
Is the state coordinator in testing and psychology?	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Is the state coordinator in curriculum?	2	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2	2	0	0	0	0	0	0
Is the state coordinator in another category?	0	0	2	0	2	0	2	0	0	0	1	0	0	0	0	1	0	1	0	0	2	0	0	2	2
Is identification of gifted mandated?	0	0	0	0	2	2	0	2	0	2	2	2	2	2	2	2	2	2	2	0	2	0	2	2	0
Are programs mandated with funding?	0	0	0	0	0	2	0	2	0	2	2	2	2	2	2	2	2	2	2	0	2	0	2	2	0
Are programs mandated with (local) no funding?	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Are programs not mandated but urged?	2	2	2	2	0	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2
Is there no mention?	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0
Policies Regarding Definitions of Gifted																									
a. Populations																									
Is there reference to specific special populations?	0	2	2	0	2	0	2	2	0	2	2	2	2	2	0	0	0	2	2	0	2	2	2	2	0
Is there general mention of the possibility of special populations?	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Is there no mention of special populations?	2	0	0	2	0	2	0	0	2	0	0	0	0	0	2	2	2	0	0	2	0	0	0	0	2
b. Types of Gifted																									
Is general intelligence and aptitude identified?	2	2	2	2	2	2	2	2	1	2	2	2	2	1	2	2	2	2	2	0	2	2	2	2	2
Is academic aptitude identified?	1	2	2	2	2	2	2	2	1	2	1	2	1	1	2	2	2	2	2	0	2	2	2	2	2
Is creativity identified?	1	2	2	2	2	2	0	0	1	2	1	1	2	1	0	2	0	2	2	0	2	2	0	2	2
Is artistic talent identified?	1	2	2	0	2	0	2	0	1	2	1	1	0	1	2	0	0	2	2	0	2	0	0	2	2
Are visual arts identified?	1	2	2	2	2	0	2	0	1	2	1	1	0	1	2	0	0	2	2	0	2	0	0	0	2
Are performing arts identified?	1	2	2	2	2	0	2	0	1	2	1	1	0	1	2	0	0	2	2	0	2	0	0	2	2
Is psycho-motor ability identified?	1	0	0	0	2	0	0	0	1	0	0	0	0	1	0	0	0	2	0	0	0	0	0	0	0

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	MT	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY
Is leadership identified?	1	2	2	2	2	0	0	0	1	0	1	1	1	1	0	2	0	2	2	0	1	0	0	2	2
Is psycho-social ability identified?	1	0	0	0	2	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Is critical thinking identified?	1	2	0	0	1	2	0	0	1	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	0
Is an understanding of one's cultural heritage identified?	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Is potential for giftedness mentioned?	2	2	2	2	1	0	2	2	1	0	2	2	2	0	2	2	2	2	2	0	2	2	2	2	2
Policies Regarding Standard Identification																									
Is there a policy on screening students for gifted identification?	1	0	0	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	0	2	2	0	2	2
a. Screening																									
1. Nomination																									
Are self nominations accepted?	1	2	0	0	2	2	2	2	2	2	2	2	0	1	2	2	1	2	1	0	2	2	2	2	2
Are parent nominations accepted?	1	2	0	0	2	2	2	2	2	2	2	2	2	1	2	2	2	2	1	0	2	2	2	2	2
Are teacher nominations accepted?	1	2	0	0	2	2	2	2	2	2	2	2	2	1	2	2	2	2	1	0	2	2	2	2	2
Are other source nominations accepted?	1	2	0	0	1	2	2	2	1	2	2	2	2	1	2	2	1	2	1	0	2	2	2	2	2
2. Tests																									
Are standardized achievement tests used?	1	2	0	0	2	2	2	2	2	2	2	2	2	1	2	2	2	2	1	0	2	2	0	2	2
Are creativity tests used?	1	2	0	0	1	2	2	2	2	2	2	1	2	1	1	1	0	1	1	0	2	2	0	2	2
Are standardized aptitude tests used?	1	2	0	0	2	2	2	2	2	2	2	2	2	1	2	2	2	2	1	0	2	2	0	2	2
Are curriculum based assessments used in screening?	1	2	0	0	2	0	1	2	2	1	0	0	2	1	0	0	0	0	1	0	0	2	0	1	2
3. Non-Test Information																									
Are products or examples of work considered in screening?	1	2	0	0	2	2	2	2	2	1	2	2	2	1	2	2	2	1	1	0	2	2	0	2	2
Are outside of school achievements considered in screening?	1	2	0	0	1	2	2	2	1	1	2	2	2	1	2	1	2	1	1	0	2	2	0	2	2
Is a checklist of characteristics used in screening?	1	1	0	0	2	1	2	2	2	1	2	2	2	1	1	1	2	2	1	0	2	2	0	2	2
Is a matrix used to assemble information?	1	1	0	0	2	1	0	0	1	0	1	2	2	1	2	0	0	0	1	0	1	2	0	0	0
4. General Screening																									
Does screening take place prior to school admissions (pre-K)?	1	0	0	0	0	2	0	0	0	0	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0
Does screening take place in K-1 grades?	1	1	0	2	1	2	2	2	1	2	1	2	2	1	2	2	2	2	1	0	2	1	0	2	1

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	MT	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY
Does screening take place in grades 2-3?	1	1	0	2	1	2	2	2	1	2	2	2	2	1	2	2	2	2	1	0	2	1	0	2	1
Is there continued screening in grades 4 and up?	1	1	0	2	1	2	2	2	1	2	2	2	2	1	2	2	2	2	1	0	2	1	0	2	1
b. Identification - Standard Procedure																									
1. Selection																									
Are self selections accepted?	1	2	0	1	2	0	2	0	2	0	1	2	0	1	2	2	0	2	1	0	2	0	0	2	2
Are parent selections accepted?	1	2	0	1	2	0	2	0	2	0	1	2	0	1	2	2	2	2	1	0	2	0	0	2	2
Are teacher selections accepted?	1	2	0	1	2	0	2	0	2	0	1	2	0	1	2	2	2	2	1	0	2	0	0	2	2
Are other source selections accepted (community, etc.)?	1	2	0	1	2	0	2	0	1	0	1	2	0	1	2	2	1	2	1	0	2	0	0	2	2
2. Tests																									
Are standardized achievement test scores included?	1	2	2	1	2	2	2	2	2	2	2	2	2	1	2	2	2	2	1	0	2	2	2	2	2
Are standardized aptitude test scores included?	1	2	2	1	2	2	2	2	2	2	2	2	2	1	2	2	2	2	1	0	2	2	2	2	2
Are curriculum based assessments used?	1	2	0	0	2	0	1	2	2	1	1	2	2	0	0	0	0	0	1	0	0	2	0	0	2
Are creativity test scores included?	1	2	2	1	2	2	2	0	2	2	1	2	1	1	2	2	0	2	1	0	2	2	0	2	2
3. Non-Test Information																									
Are products, or examples of work considered in identification?	1	2	1	1	2	2	2	2	2	2	1	2	1	1	2	1	2	2	1	0	2	2	0	2	2
Are outside of school achievements considered in identification?	1	2	1	1	2	2	2	2	1	2	1	2	1	1	2	1	2	2	1	0	2	1	0	2	2
Is a checklist of characteristics used in identification?	1	1	1	1	2	1	2	0	2	2	1	2	2	1	2	2	2	2	1	0	2	2	0	2	2
c. Selection of Students																									
Is a profile used to assemble information for identification?	1	1	0	0	2	1	0	2	1	2	1	2	0	1	2	0	0	0	1	0	1	0	0	0	2
Is input on grades considered?	1	1	0	1	2	2	2	2	1	2	1	2	2	1	2	1	2	2	1	0	2	2	1	2	2
Are products and project examples considered?	1	2	1	1	2	2	2	2	2	2	1	2	2	1	2	1	2	2	1	0	2	2	0	2	2
Is creativity considered?	1	2	2	1	2	2	2	0	2	2	1	2	2	1	2	2	1	2	1	0	2	2	0	2	2
Is task commitment considered?	1	1	0	1	2	1	1	0	1	0	1	1	1	1	1	1	1	2	1	0	1	0	0	2	2
Is leadership considered?	1	2	2	1	2	2	1	0	1	0	1	2	1	1	0	1	1	2	1	0	1	0	0	2	2

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	MT	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY
Are characteristics of gifted learners considered?	1	2	2	1	2	2	2	0	2	2	1	2	2	1	2	2	2	2	1	0	2	2	2	2	2
<u>Policies Regarding Non-Standard Identification</u>																									
Are schools encouraged to serve students with potential who do not meet the standard criterion?	2	2	2	2	2	0	2	2	0	0	2	2	2	2	2	2	0	2	2	0	2	2	2	2	2
Are different identification criteria procedures used for special populations?	1	1	1	0	2	0	0	1	0	0	2	2	2	1	2	1	0	2	1	0	2	1	2	2	0
Are quota systems or ratios used for special populations of students?	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0
Are trial period identifications permitted to allow students to show ability to participate?	1	0	0	0	1	0	0	0	0	0	0	1	0	0	2	0	0	0	1	0	0	0	0	2	0
<u>Policies Regarding Due Process and Grievances Procedures</u>																									
Is gifted education included in state's special education programs?	0	0	0	0	0	2	0	2	2	2	0	2	2	0	0	0	2	0	0	0	0	0	2	0	0
Is gifted protected by due process?	0	2	2	0	2	2	0	2	0	0	0	2	2	0	2	2	2	2	2	0	2	2	2	2	1
Are procedural guidelines laid out for due process intervention?	0	2	2	0	2	2	0	2	0	0	0	2	2	0	2	2	2	2	2	0	2	2	2	2	1
<u>Polices Regarding Explicit Identification of Special Populations of Gifted Students</u>																									
Are physically disabled gifted students included?	0	1	2	0	1	0	2	2	0	2	2	2	2	2	0	0	0	2	2	0	2	2	2	0	0
Are learning disabled gifted students included?	0	1	2	0	1	0	2	2	0	2	2	2	2	2	0	0	0	2	2	0	2	2	2	0	0
Are sensory impaired gifted included?	0	1	2	0	1	0	2	2	0	2	2	2	2	2	0	0	0	2	2	0	2	2	2	0	0
Are English as a second language gifted students included?	0	1	1	0	1	0	2	1	0	1	2	1	2	2	0	0	0	2	2	0	2	2	2	0	0
Are culturally different gifted included?	0	1	2	0	2	1	2	2	0	1	2	2	2	1	0	0	0	2	2	0	2	2	1	0	0
Are minority gifted students included?	0	2	1	0	2	1	1	1	0	2	2	2	2	1	0	0	0	2	1	0	2	1	0	0	0
Are Black students included?	0	1	1	0	1	1	1	1	0	1	2	1	2	1	0	0	0	1	1	0	1	1	0	0	0
Are Hispanic students included?	0	1	1	0	1	1	1	1	0	1	2	1	2	1	0	0	0	1	1	0	1	1	0	0	0
Are American Indian students included?	0	1	1	0	1	1	1	1	0	1	2	1	2	1	0	0	0	1	1	0	1	1	0	0	0
Are other ethnic or racial groups included?	0	1	1	0	1	0	1	1	0	1	2	2	2	1	0	0	0	1	1	0	1	2	0	0	0

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	MT	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY
Are economically disadvantaged gifted students included (free lunch)?	0	2	2	0	1	1	2	2	0	2	2	2	2	2	0	0	0	2	2	0	2	2	2	2	0
Is additional funding beyond gifted provisions provided for special populations?	0	0	0	0	0	0	0	0	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0

State Gifted and Talented Policies: Updates and Revisions from previous report																									
Is your state currently revising or reevaluating its policies for gifted and talented?	2	2	0	0	2	0	2	0	0	2	2	0	0	0	0	0	0	0	0	2	2	0	2	0	0
a. Type of Revision or Reevaluation																									
Limited	2	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0
General	0	2	0	0	2	0	0	0	0	2	2	0	0	0	0	0	0	0	0	0	2	0	2	0	0
b. Area of Revision or Reevaluation																									
Position statements	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Gifted and talented definition	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	2	0	0	1	0	0
Funding	2	1	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Pilot programs and initiatives	0	1	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Program guidelines or regulations	0	2	0	0	2	0	0	0	0	2	2	0	0	0	0	0	0	0	0	0	2	0	1	0	0
Identification policies	0	1	0	0	0	0	2	0	0	2	2	0	0	0	0	0	0	0	0	0	0	0	1	0	0
c. Kinds of Policies Currently Being Revised or Reevaluated																									
General identification policies	0	1	0	0	0	0	2	0	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identification polices specific to the culturally diverse	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identification policies specific to the economically disadvantaged	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identification policies specific to the physically or learning disabled	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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APPENDIX B: CONTENT ANALYSIS GUIDELINES

Coding Guidelines for the Content Analysis of States' Policy Documents

YES = 2: In order to code as "yes," information must be specifically stated within the documents.

DOT = 1: In order to code as 1, information must be inferred, but **NOT** specifically stated; or, the question must not be answerable with a clear "yes" or "no" based on the information provided.

NO = 0: In order to code as "no," information must be specifically included as a negative; or, it cannot be inferred from the information provided.

Clarification on Questions

1. Legislation
    a. In order to be coded 2, the specific information must be provided.
        Ex: "Gifted is one exception mandated for service in the 'Alabama Exceptional Child Education Act (106).'"
        Ex: Information concerning the existence of a coordinator and where the gifted office is located can be gotten from letterhead/cards/other source with materials: "Martha Bass, Administrator, Programs for Gifted and Talented, Exceptional Children's Services...."

2. Definitions
    a. Within the document, is there a list of special populations included? Just general mention that some special populations exist, or, no reference to special populations (This is to look at how much attention seems to be given to recognizing special populations from the States policies).

Ex: "...the student is economically, culturally and/or environmentally disadvantaged." (This would be coded as "2" for specific populations.)

b. In order to code 2, the type of giftedness must be specifically mentioned.

Ex: "...gifts, or the potential for their development, will include above average intellectual ability, task commitment/motivation, and creativity." (In this case, task commitment is not listed on the content sheet and so a written comment would need to indicate that, in this state, task commitment was included. Note that potential is specifically mentioned.)

(The inclusion of cultural heritage is designed to allow for this indicator with specific cultures, like American Indians.)

3. Standard Identification

a. Do the state policies include a mention of the need for screening the general population to locate gifted students? If so, what types of indicators are looked at (IQ, aptitude, creativity, nominations, products, grades, etc.)?

Ex: "...procedures to insure that potential gifted students are located include parental, teacher, and self referral..." This would be coded 2 for screening procedure and 2 for those types of information listed, in this case 'other source nominations,' would get a 1.)

(If no specific mention of ages for screening are given, then a 1 should be used to infer ages based on identification periods.)

b. With the selection process, the information must be sought out specifically for identification, not just screening. In other words, a state may use "self-nomination" to help form an initial pool of students, but then may rely on standardized test to actually identify students as "gifted."

Ex: "A student may be determined eligible for the gifted program when he/she has attained: (1) A full scale score of 13O on the WISC-R..." (This is coded 2 for standardize aptitude.)

4. Non-standard Identification

a. This section looks at policies that specifically encourage the identification of special needs students. The existence of DIFFERENT procedures or criterion used to locate or identify students who do not meet the standard criterion.

Ex: "For students who qualify on the gifted checklist as disadvantaged, the score on the intelligence test shall be one standard deviation unit above the mean." (This would get a 2 for different identification criterion.)

5. Due Process

a. Do the policies specifically mention "Due Process" as a vehicle to redress identification problems? If gifted education is included in the states exceptional children's program, but no specific mention of due process is made, then 1 should be used.

Ex: The Impartial Due Process Hearing procedures for gifted students shall be the same as for handicapped students . . . [guidelines given next]." (This would be coded as 2 for all three questions.)

6. Identification of Special Populations

a. In order to be coded as 2, the population must be specifically mentioned. In cases where "culturally different" appears with no details as to which cultures are referred to, a 1 should be used for minority, Black, Hispanic, American Indian, and others, as well as ESL.

Ex: "Instruments and procedures used in the identification process are non-discriminatory with respect to race, culture or economic background, religion, national origin, sex, or handicapping condition." (This would get 2 for culture, economic, and other; however, it gets a 1 for the additional questions.)

(If "handicap" is mentioned, then a 2 can be given to Physically Disabled, Learning Disabled, and Sensory Impaired.)

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